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ABSTRACT

Organized around the theme of community service, this booklet provides teachers and lawyers with classroom materials for elementary grades K-3 (Level A), intermediate grades 4-6 (Level B), middle school grades 6-8 (Level C), and high school grades 9-12 (Level D). In addition, each level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the student (a pencil). The lessons ask students to identify and investigate problems in their community and explore what they might do to alleviate identified problems. Students are asked to examine critically their personal and civic responsibilities. The booklet contains lesson plans, activities, a student community service survey, and an evaluation form for lawyers using the materials. The inside front cover furnishes tips for lawyers preparing classroom presentations. (TSV)

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Serving the Community

SO 026 240

LAWYERS HELPING
YOUNG PEOPLE
BECOME GOOD CITIZENS

ABA

I'M THE PEOPLE
It's about citizenship and you.

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When You're a Lawyer in the Classroom . . .

You may find the following tips helpful, especially if you're a novice at giving classroom presentations:

- Work with the teacher before your session. Let her or him know what you plan to do and provide background materials. Ask what the class has been studying, and integrate your session with classroom studies.

- The first few minutes of a presentation may make or break it. Get the students involved immediately—either with a startling statement that grabs their attention or a question that they can't help but want to answer.

- Talk with the students, not at them. A lecture may work for a professor in a law class, but it is not the best way to approach elementary or even secondary students.

- Work the room. Don't stand in one place; move around. Get the students involved. Encourage participation by your own enthusiasm for the topic.

- Be prepared to vary from your lesson plan a bit. When you do generate interest and enthusiasm in the students, their questions and comments may lead you away from your plan. Encourage students' input and allow digression, but look for an opening to get back on track as soon as you can.

- Talk to the students in language they can understand, but don't feel you need to talk down to them. Use some jargon, but explain what each term means. And use examples from students' experiences and analogies they can relate to.

- Know your subject. But if asked a question that you cannot answer, don't try to hide the fact from the students. Say, "That's a good question. I don't know the answer to it."

- Be in control of the classroom. Some students may try to test you. If that happens, the teacher may intervene; then again, he or she may not. Try to handle the situation yourself. Let the students know you are in control of the classroom for the time you are there.

- Don't get involved in discussion of a school controversy, especially one that pits students against the administration. Stress responsibility as well as rights when talking about the law.

- Watch the clock. No matter how interesting you may be, most students' attention will still last no longer than the normal classroom period.

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How to Use This Booklet

This booklet contains lesson plans and ancillary materials on the topic of Serving the Community for four different levels of students: elementary grades K–3 (Level A), intermediate grades 4–6 (Level B), middle school grades 6–8 (Level C), and high school grades 9–12 (Level D). The grade level is identified near the page number. In addition, each grade level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the students (a pencil). At the beginning of each level, you'll find a chart of the materials it comprises, along with photocopying instructions. You might also want to make overhead transparencies of the main activity pages (marked by all three icons).

I'M THE PEOPLE

Serving the Community

Level A (Grades K–3)

This level contains the following materials:

Lawyer's Pages

Before your visit, call or meet with the teacher to choose the activities that fit the instructional objectives and are best suited to the group. Remember to ask the teacher what has already been covered in the class. Together, decide which units you will present and when. Review the materials for your lessons and make copies as indicated.

- ❑ **Lesson Plan** (pages A-4–5)
- ❑ **Personal Responsibility** (page A-6)
- ❑ **Civic Responsibility** (page A-7)
- ❑ **What Problems Do You See?** (page A-8)
- ❑ **Lawyer's Evaluation Form** (page 41)

Teacher's Pages

Make one copy of each page marked with the teacher's icon and send to the teacher in a Teacher's Packet one week before the class session.

- ❑ **Personal Responsibility** (page A-6)
- ❑ **Civic Responsibility** (page A-7)
- ❑ **What Problems Do You See?** (page A-8)
- ❑ **Activity Guide** (page A-9)
  Overview of the Lesson
  Activity Sheet/Answer Keys
  Extension Activities (Cartoon Strips, Journals, Citizenship Fair)
- ❑ **Bibliography** (page 36)
- ❑ **Law-Related Education Essentials Matrix** (page 42)

Student's Pages

Make copies of the pages marked with the student icon for each student in class and distribute as part of a Student Packet.

- ❑ **Personal Responsibility** (page A-6)
- ❑ **Civic Responsibility** (page A-7)
- ❑ **What Problems Do You See?** (page A-8)
- ❑ **Activity Sheet** (page A-10)

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Lesson Plan

Objectives

During your session, students will—

- ✓ understand that students and citizens have responsibilities to their schools and communities as well as to themselves and their families
- ✓ identify problems that affect their school
- ✓ develop service projects in the school

Vocabulary

As these terms come up in discussion, list them on the board and elicit definitions from students. Help the class define the terms if necessary. Some of these terms appear on the Activity Sheet in the Student Packet, which students may complete after your visit.

citizen
community
good
responsibility
service

Lesson Overview

These lessons explore how groups of people (or animals) come together to solve community problems. Students will identify a variety of personal responsibilities and civic responsibilities from a set of pictures in order to get a better understanding of what responsibility means. Students will understand that citizens in the United States have a responsibility to help others.

Students will spend time thinking about and researching the problems that affect their school. The teacher can assist in this process by having students walk through the school during recess and/or lunch to look for problems. Students might notice others throwing away food, littering, fighting, cutting in line, or being mean to other students. The lessons help students think about problems that they see at their school and help them come up with their ideas for solutions to the problems. The teacher may supplement the research by having students interview people in the school, such as the custodian, the principal, other teachers, and students from other classes, about problems at the school.

The lessons help students select and implement projects that address the problems they identified. The teacher may help students reflect on their projects as they are doing them and after they are finished. Also, the teacher recognizes students for their achievements.

Unit One—Helping Others

Time Needed: 1 class period

Materials Needed: How Would You Help This Community? Poster; fiction or nonfiction book about animals or people helping others (not themselves or family members). Suggested reading: *The Streets Are Free* by Kurusa. Annick Press. ISBN 0-920303-07-2. Firefly Books Ltd., 3520 Pharmacy Avenue, Unit 1C, Scarborough, Ontario NIW2T8; Personal Responsibility Handout; Civic Responsibility Handout

Procedure

1. Read a story to students about animals or people coming together to help others. Alternatively, create a story about a problem—children not learning at school, children being excluded by others at school, violence, pollution, or littering—and let students act it out and then suggest ways to solve or reduce the problem.

2. Display the "How Would You Help This Community?" poster. Have volunteers point out facilities that help people, such as the hospital, the child-care center, and the nursing home. Explain that everyone in a community can help those in need as these facilities do. Ask students what problems they know about in their own school or in their community. Tell students that you are not asking about problems in their own homes.

3. Tell students that in our country, each *citizen* (person who is a member of the country) has certain responsibilities. One responsibility is to help solve problems that the country has.

4. Write the word *responsibility* on the board and ask students what this word means. Explain that responsibility is something that one is supposed to do. Show students pictures from the Personal Responsibility Handout and have them identify first what is going on in each picture. Explain that each is a responsibility that people have to themselves and their families.

5. Ask students to volunteer other responsibilities they have at home, such as doing chores, saying please and thank you, or helping care for younger members of the family. Tell

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students that those are called personal responsibilities.

6. Show students the pictures from the "Civic Responsibility" handout and have them identify first what is going on in each picture. Explain that each is a responsibility that people have to their community and country because they are members or citizens of the United States.

7. The next projects focus on designing and doing a project to help their school community be a better school.

Unit Two—Planning the Service Project

Time Needed: 1 class period

Materials Needed: What Problems Do You See? Handout

Procedure

1. If possible prior to this class, the teacher will have walked with students through the playground and lunch room, having them look for problems in the school.

2. Distribute the "What Problems Do You See?" handout and ask students to draw a picture of any problems that they saw, or any problems that they know about at the school. Talk as a large group about what they might be able to do to help with the problems. Tell students that they are going to take on one problem and do something about it.

3. Do some role-plays with students about the problem and about their proposed solutions. Help students consider how they might make posters about the problem and their solution and hang the posters in the hallways, or how they might talk to the other classes to explain how the fighting, litter, or other problem makes them feel. Suggest that they might make a personal pledge not to waste food, fight, litter, cut in line, or be mean to others and to get at least two other students to make a similar pledge.

Unit Three—Doing Something About It

Time Needed: Several class periods

Materials Needed: See individual projects

Procedure

1. Have students vote on which project(s) they choose to undertake. Help students select a project that can be completed within the time guidelines and resources of the classroom.

2. Prepare students for doing the project. For instance, if students are going to make presentations/skits in other classrooms, give students a chance to practice and learn their roles.

3. Let students implement their project. Have students talk in class about their experiences and how they feel.

4. Plan a recognition event for students.

BY BUNNY HOEST & JOHN REINER

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Personal Responsibility

A personal responsibility is something that you are supposed to do for yourself or your family. Each picture shows a personal responsibility. Write or tell about each responsibility. Tell whether each one is a responsibility to yourself or to your family.

Here are some more personal responsibilities. Write or tell whether each one is a responsibility to yourself or to your family.

Setting the table _____

Doing your homework _____

Helping to care for a younger brother or sister _____

Brushing your teeth _____

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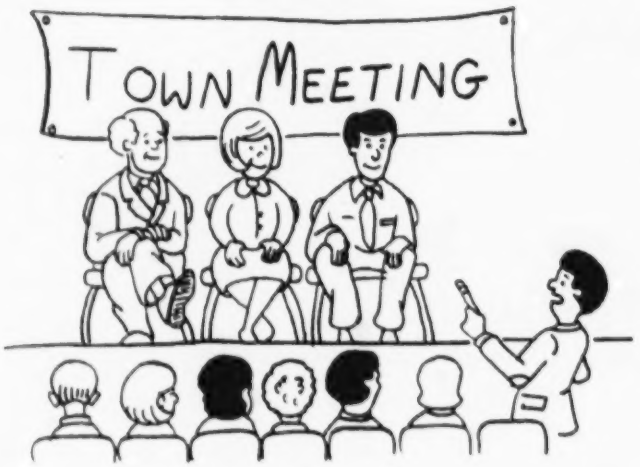
Civic Responsibility

A civic responsibility is something you are supposed to do for your community or your country. Each picture shows a civic responsibility. Write or tell about each responsibility.



Here are some more civic responsibilities. Write or tell about each one.

Obeying laws _____

Keeping our community clean _____

Paying taxes _____

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What Problem Do You See?

Complete the chart. Use words and pictures to tell about problems you see at your school.

What is the Problem?	How can you help?
Problem 1	
Problem 2	
Problem 3	

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Activity Guide

OVERVIEW OF THE LESSON

Objectives

During the lawyer's class session, students will—

- ✓ define personal and civic responsibility
- ✓ identify problems that affect their school
- ✓ develop service projects in the school
- ✓ understand that citizenship carries responsibilities to the community as well as to oneself and one's family

Lesson Summary

In the class sessions conducted by your lawyer, students will think about and role-play a story involving a group of animals or people coming together to solve a community problem. In addition, they will look at pictures of personal responsibilities and civic responsibilities and get a better understanding of what responsibility means. Students will understand that citizens in the United States have a responsibility to help others.

Students will spend some time thinking about and researching the problems in their school community. You can assist in this process by having students walk through the school during recess and/or lunch and look for problems. Students might notice wasted food, litter on the ground, students fighting, students cutting in line, or students being mean to other students. In addition, your lawyer will help students think about problems that students see at their school. Your lawyer will help students express their ideas for solutions to the problems they identify. You might want to have students interview people in the school, such as the custodian, the principal, other teachers, students from other classes, and yourself, about problems at the school.

Your lawyer will help students select and implement projects that address the problems that have been identified. You might help students reflect on their projects as they are doing them and after they are finished. Also, you might recognize students for their achievements.

PORTFOLIO ASSESSMENT

Students can write or draw pictures to reflect how they feel about helping make the school a better place. These reflections can be placed in a portfolio, along with any product they produce. Also, students could be videotaped while implementing their project.

HOME CONNECTION

Ask students to talk to their own families about helping their community. Students could talk to their family members and ask them to describe times that they have helped others out and how that made them feel. Students may choose to describe one of these situations by drawing pictures. Alternatively, students could take home their pictures of the problems that they saw in their school and talk to their family members about what they are doing to reduce the problems.

Conduct a class on developing caring children. See Bibliography for *Developing Caring Children* by Kate McPherson. This publication provides ideas for parents on ways they can model service, develop family service projects, and encourage and support community and school-based service-learning programs.

ACTIVITY SHEET/ANSWER KEYS

In the Student Packet is an Activity Sheet that asks students to work with key concepts and vocabulary from the lesson. Students may use the activities to strengthen their concepts and vocabulary knowledge after your lawyer's visits. The correct answers to the activities follow:

Draw a Responsibility

Correct answers show students' responsibilities to their family, self, and community.

Word Scramble

1. help
2. citizen
3. school
4. do
5. good

EXTENSION ACTIVITIES

Cartoon Strips: Have students identify a problem in their neighborhood and brainstorm with a partner ways to resolve it. Have them make a three- or four-panel cartoon strip that illustrates the problem and how it is solved. Suggest that students draw the problem in the first panel, the process of resolving it in the next one or two panels, and the final resolution in the last panel.

Journals: Have students identify a problem in their neighborhood and brainstorm with a partner ways to resolve it. Have them make a three- or four-panel cartoon strip that illustrates the problem and how it is solved. Suggest that students draw the problem in the first panel, the process of resolving it in the next one or two panels, and the final resolution in the last panel.

Citizenship Fair: Have the class hold a fair to stimulate interest in civic responsibility. Have groups of students focus on one school or community problem and think of ways to encourage interest in resolving it. Students can set up "booths" and display posters, make and distribute flyers, or have classmates sign up for jobs such as picking up litter in the school or serving on a committee to resolve conflicts between individuals.

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Draw a Responsibility

In each box, draw a picture of a responsibility that you have.

Personal Responsibility	**Family Responsibility**	**Civic Responsibility**

Word Scramble

Unscramble the words. Then write their letters in the blanks to finish the phrases.

Word List

citizen do good help school

p h e l 1. ___ ___ ___ ___ others

e z t i n i c 2. a ___ ___ ___ ___ ___ ___ ___ of the nation

l o s c h o 3. go to ___ ___ ___ ___ ___ ___

o d 4. ___ ___ something to help

odgo 5. a ___ ___ ___ ___ school

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Serving the Community

Level B (Grades 4–6)

This level contains the following materials:

Lawyer's Pages

Before your visit, call or meet with the teacher to choose the activities that fit the instructional objectives and are best suited to the group. Remember to ask the teacher what has already been covered in the class. Together, decide which units you will present and when. Review the materials for your lessons and make copies as indicated.

- ❑ **Lesson Plan** (pages B-12–13)
- ❑ **Consumer Interview** (page B-14)
- ❑ **Lawyer's Evaluation Form** (page 41)

Teacher's Pages

Make one copy of each page marked with the teacher's icon and send to the teacher in a Teacher's Packet one week before the class session.

- ❑ **Consumer Interview** (page B-14)
- ❑ **Activity Guide** (page B-15)
  Overview of the Lesson
  Activity Sheet/Answer Keys
  Extension Activities (Consumer Issues Speaker, Bulletin Board, Warranty Discussion)
- ❑ **Bibliography** (page 36)
- ❑ **Law-Related Education Essentials Matrix** (page 42)

Student's Pages

Make copies of the pages marked with the student icon for each student in class and distribute as part of a Student Packet.

- ❑ **Consumer Interview** (page B-14)
- ❑ **Activity Sheet** (page B-16)

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Objectives

During your session, students will—

- ✓ identify benefits to the individual and community from service projects
- ✓ understand that students and citizens have responsibilities to their schools and communities as well as to themselves and their families
- ✓ identify problems that affect their school and community
- ✓ understand what a consumer is
- ✓ develop service projects in the school and community around consumer issues

Vocabulary

As the following words come up in discussion, list them on the board and elicit definitions from students. Help the class define the terms if necessary. Some of these terms appear on the Activity Sheet in the Student Packet, which will be distributed after your visit.

buyer
common good
community service
consumer
promise
responsibility
seller
warranty

Lesson Overview

The lesson begins with a story about people coming together to help solve a community problem. Two books are recommended. The teacher next introduces the area of consumer law and has students define consumer and tell about troubles that they have had with purchases. Students are assigned to go home and interview an adult on the adult's experiences with purchases and problems. The lawyer incorporates these examples into an explanation of consumer law and warranties. Students develop through role-plays a better understanding of consumer problems and solutions. Students design a service project in the consumer law area. The teacher arranges for reflection and celebration.

Unit One—Helping Others

Time Needed: 1 class period

Materials Needed: How Would You Help This Community? Poster, fiction or nonfiction story of people banding together to address a social issue. Suggested books include *Come Back Salmon* by Molly Cone, Sierra Club, 100 Bush Street, San Francisco, CA 94104, (415) 291-1600, or *Rescuing a Neighborhood* by Robert Fleming, Walker and Company, 435 Hudson Street, New York, NY, (212) 727-8300. Copyright 1995, ISBN 0-8027-8329-5

Procedure

1. Before class, write these questions on the board or overhead (or have in handout). Tell students that you are going to begin class with a story. As you read the story, students should be thinking about the questions presented to them.

- What is the problem in the story?
- Why did the people join together to do something about the problem?
- How did the people who got involved feel?
- What kind of problems are you concerned about in your school or community?

2. Begin reading the story to the class.

3. Discuss the questions that you presented before the story. In addition, ask students whether any of them have ever helped someone just because that person needed help. Display the How Would You Help This Community? Poster. Have students brainstorm ways they could serve various community facilities. For example, they could go caroling at holiday time for shut-ins at the nursing home, donate toys to children in the hospital, or volunteer their time in the child-care center. Ask for examples. Students may also suggest getting groceries for a disabled or infirm neighbor, or raising money or goods for needy families at holiday time.

4. Have students describe the feelings they had when they helped another person.

5. Tell students that our type of government expects its citizens to contribute to the good of the whole country by helping solve problems. This is one of the responsibilities of citizenship: contributing to the public or common good.

6. Tell students that the entire class is going to be involved in a community service project based on consumer issues.

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Lesson Plan

Unit Two—Addressing a Consumer Problem

Time Needed: 2 class periods

Materials Needed: Consumer Interview Handout, actual warranties from common household articles

Procedure—Day 1

1. To focus a community service project around a consumer issue, the following lesson plan helps set up the consumer information. Write on the board:

A consumer is a _____ who _____ and/or _____ _____ or _____.

2. Ask students to raise their hands if they have heard the word *consumer* and if they think they know what it means.

3. Direct the students to the sentence on the board and have them brainstorm words that would fit in the blanks and correctly define *consumer.* (A consumer *is a person who buys* and/or *uses goods* or *services. Buys* and *uses* and *goods* and *services* can be interchanged.)

4. Ask students whether they think they are consumers. Have they ever bought anything? Have they ever had their hair cut or been to the dentist or to the doctor? The students should conclude that they are consumers.

5. Define *goods* and *services* and use as examples the goods and services that the students talked about in step 4.

6. Ask the students whether they or their parents have ever bought something with which they later had a problem. After the students have shared some of their experiences with faulty products, make three columns on the board: Goods, Problems, Solutions. A representative sample of the goods and problems with the goods that the students talked about should be listed on the chart.

7. Assign as homework the Consumer Interview Handout. Students should interview an adult family member about a time when the family member bought something that had a defect. The students should bring the completed worksheet to the next class.

Procedure—Day 2

8. Students share the results of their interviews and add the "goods" and "problems" from the interviews to the chart on the board.

9. Students should begin to look at possible solutions to problems with faulty goods.

10. Describe how the law protects consumers and tell students some of the ways that they can protect themselves from faulty products.

11. Write *warranty* on the board. Ask students whether anyone knows what that is. Tell students that it is a written or unwritten promise about the goods that a manufacturer and/or seller makes to a buyer. For instance, manufacturers/sellers may promise that a television set will last for at least a year without any problem. Car dealers may promise that new cars will be without problems for one year.

12. Summarize the remedies that people have when they have a problem with goods that a merchant sells them:

a. Call a consumer hotline.

b. Call the State Attorney General's Office consumer division.

c. Call a media troubleshooter who handles consumer complaints.

d. Contact the Better Business Bureau for the area.

e. Contact a lawyer who specializes in consumer law.

13. Brainstorm with students how they can perform a consumer-law service to benefit their community. Students may suggest developing a coloring book for younger students, researching the top ten complaints in consumer areas and then circulating this information through a school or class newsletter, developing a campaign on advertising and its effects on young people, or developing a brochure for students and parents on how to deal with faulty products.

Unit Three—Designing and Implementing a Consumer Project

Time Needed: Several class periods

Materials Needed: See group projects

Procedure

1. Divide the class into three groups. Have each group decide on a community service project involving consumer issues. Set up time lines and accountability schedules. Monitor implementation of the group projects.

2. Publish the results of their work in the school or class newsletter and arrange for a recognition event.

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Consumer Interview

Student's Name _____

Family Member's Name _____

Script for Interview:

Student: Today we learned about what a consumer is. We learned that a consumer is someone who buys and/or uses goods and services. We learned that sometimes a consumer buys a product that has a defect. Has this ever happened to you?

_____ Yes _____ No

If the family member says "yes," then ask the following questions:

Student: What was the problem with the _____ (name of the product that the family member had problems with)?

_____

_____

Student: What did you do about the problem? Explain step by step.

_____

_____

_____

Student: Did you feel that your problem was solved and that you were treated fairly? Why?

_____

_____

Student: If you didn't feel that the problem was solved fairly, what might you have done that you didn't do?

_____

_____

_____

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Activity Guide

OVERVIEW OF THE LESSON

Objectives

During the lawyer's class session, students will—

- ✓ identify benefits to the individual and community from service projects
- ✓ understand that students and citizens have responsibilities to their schools and communities as well as to themselves and their families
- ✓ identify problems that affect their school and community
- ✓ understand what a consumer is
- ✓ develop service projects in the school and community around consumer issues

Lesson Summary

The lesson begins with a story about people coming together to help solve a community problem. Two books are recommended. The teacher next introduces the area of consumer law and has students define *consumer* and tell about purchases with which they have had problems. Students are assigned to go home and interview an adult about the adult's experiences with purchases and problems. Your lawyer leads a discussion of consumer law and its protections, incorporating the information from family members. Your lawyer explores warranties with students. You can have students complete the Reading a Warranty Activity Sheet. Later, students develop through role-plays a better understanding of consumer problems and solutions. Students design a service project in the consumer law area. The teacher arranges for reflection and celebration.

PORTFOLIO ASSESSMENT

The product that students prepare can be placed in the students' portfolio. For additional assessment, students can include reflections made during the project and/or a final written statement about the product and what they learned from it. In addition, students can be videotaped while implementing and then reflecting on their service experiences. The tape can be included in their portfolios.

HOME CONNECTION

Students' knowledge of consumer issues is increased by their interview of adults at home regarding the adults' experiences with faulty goods or services. In addition, consider offering a class to parents on how to raise caring children. See the publication *Developing Caring Children* by Kate McPherson, which is listed in the Bibliography, for additional ideas.

ACTIVITY SHEET/ANSWER KEYS

In the Student Packet is an Activity Sheet that asks students to work with key concepts and vocabulary from the lesson. Students may use the activities to strengthen their concepts and vocabulary knowledge after your lawyer's visits. The correct answers to the activities follow:

Warranties Exercise

1. No, Kenisha is not entitled to get it fixed for free under the written warranty because the spokes broke after one year.
2. No, Jimmi broke the spokes by using the bicycle in a way it was not intended.
3. Yes, Jared's bike is covered by the written warranty.

Word Scramble

1. warranty
2. good
3. community
4. service
5. consumer

EXTENSION ACTIVITIES

Consumer Issues Speaker: Invite a speaker to talk more about current consumer issues. Possible speakers might be a representative from the state attorney general's consumer affairs office, the Better Business Bureau, or a media consumer troubleshooter. Encourage students to develop a list of questions to ask the speaker, including some about his or her own experiences as consumers.

Bulletin Board: Have students check the newspaper for one or two weeks for articles on consumer issues. These may include stories about product recalls, consumer complaints, or other actions by consumer groups. Have volunteers summarize their articles. Then display the articles on a bulletin board. Have students create a title for the display.

Warranty Discussion: Have students bring in real warranties from products they or their families have purchased. Have them summarize the warranty's promise. What should the consumer do if the product is faulty? Have the class discuss whether the warranties are fair to the consumer.

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Reading a Warranty

Read through the warranty below and decide whether or not each buyer should get the bicycle repaired for free.

> **Simplified Bicycle Warranty**
>
> We R Toys promises that the parts on this bicycle will not have problems for one year. If a problem develops with any bicycle part within one year of purchase, the buyer may bring the bicycle back for free repairs. If the bicycle is broken because the owner used the bicycle for purposes for which it was not intended, We R Toys is not responsible for the repairs.

1. Kenisha bought her bicycle from We R Toys on December 28, 1993. While she was riding the bike on January 25, 1995, three spokes on the wheel of the bike broke. Can Kenisha get her spokes repaired for free under the warranty?

2. Jimmi bought her bike on January 15, 1995. She stuck a plastic stick in the wheel for decoration. The stick slipped and broke three spokes. Is Jimmi entitled to get her bike fixed for free?

3. Jared bought his bike on November 15, 1995. As he was riding the bike to school on November 28, 1995, the chain slipped off and broke into two pieces. Is Jared able to get his bike fixed for free?

Word Scramble

Unscramble the words. Then write the letters in the blanks to finish the sentences.

Word List

good community service consumer warranty

atrawyrn **1.** a seller gives a ___ ___ ___ ___ ___ ___ ___ ___

odgo **2.** the common or public ___ ___ ___ ___

yummction **3.** help the ___ ___ ___ ___ ___ ___ ___ ___ ___

cievers **4.** a ___ ___ ___ ___ ___ ___ ___ project

rescoumn **5.** a ___ ___ ___ ___ ___ ___ ___ ___ buys goods

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Serving the Community

Level C (Grades 6–8)

This level contains the following materials:

Lawyer's Pages

Before your visit, call or meet with the teacher to choose the activities that fit the instructional objectives and are best suited to the group. Remember to ask the teacher what has already been covered in the class. Together, decide which units you will present and when. Review the materials for your lessons and make copies as indicated.

- ❑ **Lesson Plan** (pages C-18–19)
- ❑ **Responsibilities of Citizenship** (page C-20)
- ❑ **I Can Make a Difference** (page C-21)
- ❑ **Action Plan** (page C-22)
- ❑ **Lawyer's Evaluation Form** (page 41)

Teacher's Pages

Make one copy of each page marked with the teacher's icon and send to the teacher in a Teacher's Packet one week before the class session.

- ❑ **Responsibilities of Citizenship** (page C-20)
- ❑ **I Can Make a Difference** (page C-21)
- ❑ **Action Plan** (page C-22)
- ❑ **Activity Guide** (page C-23)
  - Overview of the Lesson
  - Activity Sheet/Answer Keys
  - Extension Activities (Conflict Resolution Posters, Story Conflicts)
- ❑ **Bibliography** (page 36)
- ❑ **Law-Related Education Essentials Matrix** (page 42)

Student's Pages

Make copies of the pages marked with the student icon for each student in class and distribute as part of a Student Packet.

- ❑ **Responsibilities of Citizenship** (page C-20)
- ❑ **I Can Make a Difference** (page C-21)
- ❑ **Action Plan** (page C-22)
- ❑ **Activity Sheet** (page C-24)

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"Objectives

During your session, students will—

- ✓ distinguish personal responsibilities from civic responsibilities
- ✓ develop knowledge and skills to implement the civic responsibility of public service
- ✓ use a community map to identify possible project sites
- ✓ design and implement a community service project
- ✓ identify service-project benefits to the individual and the community

Vocabulary

As the following terms come up in discussion, list them on the board and elicit definitions from students. Help the class define the terms if necessary. Some of these terms appear on the Activity Sheet in the Student Packet, which students complete after your visits.

civic responsibility
common or public good
community service
personal responsibility

Lesson Overview

The lesson begins with an introduction to responsibilities. Students do an activity to categorize a variety of actions as either personal or civic responsibilities. Students then focus on the civic responsibility to provide service and do a needs assessment of their community and school through a field trip, interviews of community members, and their own knowledge of the community. Students use the poster map and an actual detailed map of their community to research sites for service projects. Students complete a planning handout and are then grouped by interest in a particular topic or particular type of service project. Class managers who assist in leading the design and implementation of each project are chosen for each of the class teams. Students get prepared for implementing their projects. Students are given opportunities to reflect and their results are recognized.

Unit One—The Responsibilities of Being a Citizen

Time Needed: 1 class period
Materials Needed: Responsibilities of Citizenship Handout

Procedure

1. Tell students that you are going to focus on responsibilities today and that they are going to get a chance to learn about two different types of responsibilities that American citizens have.

2. Explain that the American democracy includes the *common good* or the *public good*, which means the benefit or interest of the whole country. There are times when the individual must subordinate his or her individual desires or interests to the public or common good. Ask students whether they can think of examples, either today or in history, when individuals subordinated their personal desires or interests to the public good of the entire country.

Students may cite a wide array of answers such as the need to be frugal in the use of energy, not to litter, not to make noise or have loud parties after certain hours, to historical examples such as George Washington's acceptance of the presidency, or Gordon Hirabayashi's challenge to the internment and curfew orders placed on Japanese Americans during World War II.

Have students distinguish between personal and civic responsibilities. Write *civic responsibility* and *personal responsibility* on the board.

Ask students to define each term: *personal responsibility* is a duty that is owed to oneself or one's family and *civic responsibility* is a duty owed to society as a whole.

Distribute the "Responsibilities of Citizenship" handout and have pairs of students categorize each situation as a personal responsibility or as a civic responsibility. The categorization of responsibilities is based on the National Standards of Civics and Government, Center for Civic Education, 1994.

The answers to the Responsibilities of Citizenship Handout are as follows:

1. Personal
2. Civic
3. Civic
4. Civic
5. Personal
6. Personal
7. Personal
8. Personal
9. Civic
10. Personal
11. Civic
12. Civic
13. Civic
14. Civic
15. Personal
16. Civic
17. Personal

After categorizing each responsibility, have students discuss whether they agree that these responsibilities are responsibilities of citizens.

Tell students that later classes will focus on actually implementing a project for the common or public good.

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Lesson Plan

Unit Two—Mapping the Community

Time Needed: Time to accommodate the number of participants

Materials Needed: Copies of the How Would You Help This Community? Poster and copies of a street or road map of students' community or town

Procedure

1. Distribute copies of an actual community map. Display the "How Would You Help This Community?" poster and have students point out opportunities for public service. These may include volunteering at the hospital and taking action to stop factory pollution. Inform students that they are going to chart their community's needs. This will involve research by students and getting out into their community.

2. If appropriate and possible, take students on a walking tour within a certain radius around the school. Students should make written observations about possible sites for volunteer efforts in the area around the school. For example, they might notice littered areas; the existence of a retirement home, hospital or elementary school; graffiti on walls or signs; or evidence of pollution.

3. Upon returning to class (alternatively, if a field trip is not feasible), assign students in small groups to first find on the actual map sites within walking distance of the school where their own volunteer efforts can make a difference. For example, the map might show a nearby elementary school or retirement home.

4. Next, have students mark possible community service sites on their local map with self-stick notes.

5. Invite a variety of community members to meet with the class to discuss community needs. Possible speakers are a counselor from a local elementary school, school counselor in their own school, maintenance person from their school, police officer, business leader, battered women's shelter worker, child welfare worker, human rights officer, environmental organization worker, interpreter for nonnative speakers or the hearing impaired, a truancy officer for the school, or any other person with a perspective on the needs of the community or groups within the community.

6. Assign students to interview at least two other persons, adults or someone their age at school, concerning the most pressing needs in their community.

Unit Three—Designing and Implementing a Project

Time Needed: 2 class periods

Materials Needed: I Can Make a Difference Handout; Action Plan Handout

Procedure

1. Distribute the "I Can Make a Difference" handout and review it with students.

2. Have students individually complete the "I Can Make a Difference" handout. Collect the handout and divide the class into groups of no less than five according to the type of problem or the type of project students wish to address. In some cases, the groupings may encompass similar but not exact topics or types of projects (for example, students who are interested in tutoring at different sites may be grouped together).

3. Distribute the "Action Plan" handout. Encourage students to focus their efforts on one specific issue and project. Have students report their project idea to the entire class and receive feedback.

4. Each team may choose to elect a class manager to provide leadership in designing and implementing the project.

5. Prepare students by helping them get the information and skills that they need prior to undertaking their project. For example, students need to understand the context or social issues related to the service and may need negotiation skills or problem-solving skills.

6. Students begin to implement their service projects, with class managers helping to lead each team. Students are given regular opportunities to reflect on their experiences. Guide reflection by suggesting that students consider the following questions as they reflect on their experiences: What did you do during the first few hours of service work? What are you most unsure about or not looking forward to? What are you hopeful for? What could be interesting or exciting? What are your specific job requirements? In other words, what specific tasks and duties are you asked to perform? The teacher or lawyer schedules times for problem-solving for specific situations.

7. A recognition event is hosted for students at the conclusion of the service project.

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Responsibilities of Citizenship

Read each of the responsibilities listed below and circle Personal if it is a personal responsibility or Civic if it is a civic responsibility. Remember that personal responsibilities are owed to one's self or one's family and civic responsibilities are owed to society as a whole.

Personal Civic **1.** Midori takes care of her health by exercising and eating a healthful diet.

Personal Civic **2.** Jamie serves on a jury.

Personal Civic **3.** Mr. and Ms. Mungia-Thomas pay their taxes each year.

Personal Civic **4.** Tina obeys the law.

Personal Civic **5.** Mr. and Mrs. Johnson support their family. They care for, nurture, and educate their three children.

Personal Civic **6.** Deano accepts responsibility when he breaks a friend's CD player.

Personal Civic **7.** B. J. acts in a polite way towards everyone he meets.

Personal Civic **8.** Aaron lives by moral principles or a code of right conduct.

Personal Civic **9.** Kathy helps a younger student at the nearby elementary school learn to read.

Personal Civic **10.** Kathy helps her younger brother learn to read.

Personal Civic **11.** Dana reads the newspapers and goes to community meetings to find out about the concerns and issues that face the community.

Personal Civic **12.** Miguel agrees to serve as a community leader to help get a traffic light installed after three children are hurt in separate car accidents at the same place.

Personal Civic **13.** Denita enlists in the Air Force in order to serve her country.

Personal Civic **14.** Roz votes at each election. She researches the issues and candidates before voting.

Personal Civic **15.** Before acting, Brian considers the rights and interests of others.

Personal Civic **16.** Raphael keeps informed about political leaders and government. He writes letters to his representatives when he wants them to support certain issues.

Personal Civic **17.** Harry does his homework and works hard in school.

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I Can Make a Difference

Look around your community for needs to be met and problems to be solved. Find out what is being done and what needs to be done. Then think about what you can do to make a difference. For example, consider making an item in class and donating it to those in need, teaching others, or working on a political issue. Fill in the chart below and discuss it with your classmates.

Problem	What's Being Done	What Needs to Be Done	What I Can Do

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Action Plan

Team member names: _____

_____

1. What project will you and your team do?

2. What information and what skills do you need to implement your project?

3. If you put together a written project, how will you make sure that any information you present is accurate?

4. What challenges do you see?

5. Are there any costs to your project? If so, give an estimated cost and describe how you might raise those funds.

6. Fill in the time line.

	Activity	Due Date	Team Member
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			

7. How will you know whether your project has been successful?

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Activity Guide

OVERVIEW OF THE LESSON

Objectives

During the lawyer's class session, students will—

- ✓ distinguish personal responsibilities from civic responsibilities
- ✓ develop knowledge and skills to implement the civic responsibility of public service
- ✓ use a community map to identify possible project sites
- ✓ design and implement a community service project
- ✓ identify benefits to the individual and community from service projects

Lesson Summary

Your lawyer introduces the lesson with a discussion of responsibilities, both personal and civic. Students categorize a variety of actions as either personal or civic responsibilities. Students then focus on the civic responsibility to provide service. They do a needs assessment of their community and school through a field trip, interviews of community members, and their own knowledge of the community. Students use the poster map and an actual detailed map of their community to research sites for service projects. Students complete a planning handout and are then grouped by interest in a particular topic or particular type of service project. Students complete Action Plans. Class managers for each of the class teams assist in leading the design and implementation of each project. The lawyer and teacher help students get prepared for implementing their projects. Students are given opportunities to reflect and their results are recognized.

PORTFOLIO ASSESSMENT

Examples of written reflection essays can be included in the portfolio as well as any specific products that students produce as part of their project. For example, if students produced a written brochure for senior citizens, this could be included in the portfolio. Also, videotaped clips of students performing and reflecting upon their projects can be included.

HOME CONNECTION

Students can be encouraged to involve their family members in the service project. Family input can be solicited on any product that students create. Additionally, you can consider conducting a project for parents on civic and personal responsibilities.

ACTIVITY SHEET/ANSWER KEYS

In the Student Packet is an Activity Sheet that asks students to work with key concepts and vocabulary from the lesson. Students may use the puzzle activity to strengthen their vocabulary knowledge after your lawyer's visits. The correct answers to the activities follow:

1. common good
2. responsibility
3. public good
4. personal
5. civic

Unscrambled word: volunteer

EXTENSION ACTIVITIES

Project Guide: Have students develop a written guide for future classes on how to go about organizing service projects. Encourage them to use their own experiences to give advice on what to do and what not to do.

Online Discussion: Encourage students to access other students in the Internet to describe their projects and invite other students to describe their own efforts to improve their schools and communities.

Book Fair: Provide several books on community service from the Bibliography on page 36. Have students browse and skim the books and report to their classmates on new ideas for community service and real-life examples of students serving their communities.

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Unscramble the Responsibility

In the appropriate blanks, write the letters of the correct word for each definition. When you have finished, unscramble the letters in the circles to spell a verb that is essential to the idea of citizens in their communities.

personal common good civic responsibility public good

1. the benefit or interest of the whole country
2. something that one must do
3. another word for the common good
4. a kind of responsibility: for oneself
5. a kind of responsibility: for the community

1. _ (O) _ _ _ (O) _ _ _ _

2. _ (O) _ _ _ _ _ _ _ _ _ (O) _ (O) _

3. _ (O) _ _ _ _ _ _ _ _ _

4. _ (O) (O) _ _ _ _ _ _

5. _ _ (O) _ _

Write the circled letters here: _____

Unscrambled: _____

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Serving the Community

Level D (Grades 9–12)

This level contains the following materials:

Lawyer's Pages

Before your visit, call or meet with the teacher to choose the activities that fit the instructional objectives and are best suited to the group. Remember to ask the teacher what has already been covered in the class. Together, decide which units you will present and when. Review the materials for your lessons and make copies as indicated.

- ❑ **Lesson Plan** (pages D-26–27)
- ❑ **What Are the Benefits of Community Service?** (page D-28)
- ❑ **Action Plan** (page D-29)
- ❑ **Student Forum** (pages D-30–33)
- ❑ **Lawyer's Evaluation Form** (page 41)

Teacher's Pages

Make one copy of each page marked with the teacher's icon and send to the teacher in a Teacher's Packet one week before the class session.

- ❑ **What Are the Benefits of Community Service?** (page D-28)
- ❑ **Action Plan** (page D-29)
- ❑ **Student Forum** (pages D-30–33)
- ❑ **Activity Guide** (page D-34)
  - Overview of the Lesson
  - Activity Sheet/Answer Keys
  - Extension Activities (How-to Presentations, Skits, Idea Exchange)
- ❑ **Bibliography** (page 36)
- ❑ **Law-Related Education Essentials Matrix** (page 42)

Student's Pages

Make copies of the pages marked with the student icon for each student in class and distribute as part of a Student Packet.

- ❑ **What Are the Benefits of Community Service?** (page D-28)
- ❑ **Action Plan** (page D-29)
- ❑ **Student Forum** (pages D-30–33)
- ❑ **Activity Sheet** (page D-35)

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Objectives

During your session, students will—

- ✓ identify problems that affect their school and community, including truancy, violence, poverty, illiteracy, domestic abuse, discrimination, pollution, and child neglect
- ✓ identify benefits to the individual and community from service projects
- ✓ use a community map to identify possible service sites
- ✓ develop youth as valued contributors to solutions of social problems
- ✓ develop students as citizens with a lifelong attitude of caring and contributing to society
- ✓ conduct meaningful service projects through use of class managers
- ✓ reflect on student service experiences

Vocabulary

As the following terms come up in discussion, list them on the board and elicit definitions from students. Help the class define the terms, if necessary. Some of these terms appear on the Activity Sheet in the Student Packet, which students complete after your visits.

civic responsibility
community service
personal responsibility

Lesson Overview

This lesson introduces students to the concept of community service. The class begins with a discussion of personal experiences with community service. An alternative introduction is to show a videotape of students actively engaged in and reflecting on community service: for example, *The Courage to Care, The Strength to Serve, Citizen Stories: Democracy and Responsibility in American Life,* or *Hearts and Minds Engaged.* See the Bibliography for information on how to obtain this videotape.

After their introductory discussion, students should begin to identify the needs of their particular community or neighborhood and, through a field trip and/or mapping process, list specific sites where volunteer services can make a difference in the lives of others. Students discuss community needs with a variety of outside resource persons to help shape their particular choices of service projects and project designs. Students rank the list of topics to address and then form smaller teams to undertake their project. Students review a job description of a class manager and then select a student from each team to serve as a class manager. Students in teams complete action plans for their service project and begin implementation. The teacher and lawyer allow opportunities for reflection during and following the project. Students are acknowledged for their contributions.

Unit One—Why Community Service?

Time Needed: 1 class period

Materials Needed: Videotape (see list above, which refers to the Bibliography), What Are the Benefits of Community Service? Handout (one copy for each student, only if videotape is shown)

Procedure

1. Begin class by asking students whether they have ever helped another person outside their family just because that person needed help. Ask them to think for a minute before calling for examples. You might start the discussion yourself by telling students of a time that you helped another person, for example, gave money to a homeless person, volunteered at a battered women's shelter, or visited sick people in the hospital. Make sure that students understand the distinction between personal responsibilities that involve oneself and one's family and civic responsibilities owed to society. While it is very important for us to take care of ourselves and family members, helping out others is part of our obligation to the "public good" of our American democracy.

2. After soliciting examples of times that students have helped others, ask them to think what it felt like to do that. Students should report that it made them feel good to know that they were helping to reduce a problem. Ask whether students ever had a bad feeling after helping others. Students may report that they felt they were not properly appreciated, that the efforts were futile since the problem was so big, or that they felt that the help was one-sided and this deprived the recipient of some dignity.

3. Distribute the "What Are the Benefits of Community Service?" handout to each student and tell students to answer the questions on the sheet, based on their personal experiences and their class discussion.

4. Show a videotape on community service if it is available. Include the material on the videotape in the following discussion.

a. What is community service?
Students should be able to identify that community service is the voluntary (unpaid) work to help solve a real problem in society.

b. What makes a community service project effective?
Some of the features that make a community service project effective are that students have ownership in creating and implementing the work; that the project addresses a real problem; that the project is doable within the time frame; that students have a time to reflect on their work; that students are able to work with individuals different from themselves; that students see some tangible result of their efforts; and that students are appreciated for their efforts.

c. What are the different types of community service projects?

- addressing a social issue
- providing a service to the community
- contributing a class project to others
- teaching others

d. What makes you enthusiastic about being involved in community service?
Answers may include the wish to make a positive contribution to society and a sense of being needed now.

e. What concerns do you have about being involved in community service?
Students may have concerns about time, safety, and whether the effort is needed.

f. How can community service be a good thing for you personally?
Community service can foster a sense of personal meaning, reach students who are at risk, foster qualities needed for adult success, increase altruism, reduce feelings of isolation, increase self-esteem, engage students in learning, address individual learning styles, increase retention of information and skills learned, improve academic scores, and expose students to career options.

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g. How can community service be a good thing for society?
Community service increases the number of people available as resources to address real problems, provides services to needy people, fosters good citizenship, and develops citizens with critical thinking skills and attitudes of good citizenship.
5. Conclude this session by getting students to think about the needs of their own community, whether that is their school, neighborhood, or the larger community.

Unit Two—What Needs Does Our Community Have?

Time Needed: 1 class period or more, depending upon number of outside resource persons
Materials Needed: Several copies of recent local newspapers (different days)

Procedure

1. Ask students with what problems in their community they are most concerned. Brainstorm a list and write students' responses on the board.
2. Divide students into small groups of no more than five and hand each group some recent newspapers from their community. Give each group different days' papers. Have students read through and find community problems identified in the newspaper. Each group should find at least five problems. The groups should rank the problems and then report back on at least two problems. These problems should be added to the list on the board.
3. Assign students to go home and ask at least two different adults what they consider the top three problems faced by their community. Have students report their responses the following day.
4. Schedule a variety of community members to meet with the class and discuss community needs. Possible speakers are a police officer, business leader, battered women's shelter worker, child welfare worker, human rights officer, environmental organization worker, interpreter for non-native speakers or the hearing impaired, a truancy officer for the school, or any other person with a perspective on the needs of the community.

Unit Three—Charting the Community Map of Needs, Designing and Implementing the Project

Time Needed: Several weeks
Materials Needed: Copies of the How Would You Help This Community? Poster, copies of a detailed street or road map of the area immediately surrounding the school or students' neighborhoods. Depending upon the size of the community, the map may be of the entire community. Copies of the Action Plan for each student.

Procedure

1. Distribute copies of the community map. Display the poster and have students point out locations that suggest opportunities for community service. Encourage students to examine the obvious opportunities in the hospital and nursing home, and also the less obvious, such as the gun shop in a residential area. Inform students that they are going to chart their community's needs. This will involve research on students' part and getting out into their community.
2. If appropriate and possible, take students on a walking tour of the neighborhood within a certain radius around the school. Students should make written observations about possible sites for volunteer efforts in the area around the school. For example, they might notice littered areas; the existence of a retirement home, hospital, or elementary school; graffiti on walls or signs; or evidence of pollution.
3. Upon returning to class (or alternatively, if a walking tour is not feasible), assign small groups of students to first find on the actual map additional sites within walking distance of the school where their volunteer efforts can make a difference.
4. Next, have students mark possible community service sites on their idea map with self-stick notes.
5. Inform students that the class will design and implement a service project within their area. Tell students that class managers will be selected by the class to lead the service projects. Remind students that assuming leadership is a civic responsibility and a form of community service. Tell students that the class will need one class manager for each service project and that the class will work in teams to perform these service projects.
6. Use a voting technique to rank the most appealing problems to address. Help students break into groups with an evenly divided level of talent and motivation.
7. Discuss the role of class manager and let each team determine who in the group will serve as class manager for its project. The students may be allowed some flexibility in designing a job description or allowing students to rotate in the position of manager.
8. Distribute a copy of the Action Plan to each student. Have students in teams complete the plans for their service-learning project. Brainstorm the different types of service activities: contributing an item made in class project to others, teaching others, or providing a direct service to the community.
9. The teacher will work with the class managers and the class to set up timetables and to monitor implementation of the service projects.
10. During and after the projects, the teacher will allow students opportunities to reflect upon their experiences.
11. A recognition event is hosted for students at the conclusion of the service project.

Unit Four—Student Forum

Time Needed: 3–5 class periods
Materials Needed: Student Forum Ballot Handout (2 copies of the ballot for each student)

Procedure

1. Students are responsible for the organization of the forum. Your role will be to serve as a consultant to the students. Since the forum can take several days, depending on the number of characters and the amount of discussion, you may elect to participate in the initial session as time permits. Direct students to the "Student Forum Ballot" handout.
2. After the initial review of the topic and the procedures, help students identify areas to research so that they can obtain background information to enhance the quality of their presentation and participation.

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What Are the Benefits of Community Service?

As you think about and discuss participating in community service projects, look for answers to the following questions.

1. What is community service?

2. What makes community service effective?

3. What are the different types of community service projects?

4. What person who has served the community has made an impression on you? Why?

5. What makes you enthusiastic about being involved in community service?

6. What concerns do you have about being involved in community service?

7. How can community service be a good thing for you personally?

8. How can community service be a good thing for society?

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Action Plan

PROJECT NAME AND DESCRIPTION—What are you doing and what do you hope to accomplish?

NEED—Why is this project needed and whom will it benefit?

NUMBER OF STUDENTS NEEDED—Estimate students needed and what their jobs will include. Work should be divided equally.

TASKS—For each major task that needs to be done, list who will be in charge and the due date.

EVALUATION—How will you find out whether you have accomplished your plans? (reflection journals, filming and photographs, a final essay, newspaper articles, and/or a formal presentation to the school and possibly to the community.)

BUDGET—List any supplies, materials, and funds needed.

Service Learning Project Ideas

1. Teach a class to younger students (5th or 6th grade), perhaps on the legal system, or coach a class in performing its own mock trial.
2. Establish a service to provide escorts for elderly persons in the community.
3. Start a schoolwide campaign to organize car pools to and from school.
4. Tutor an immigrant in citizenship or an illiterate student in reading.
5. Volunteer to work in a hospital.
6. Help a disabled person through the process to receive government benefits.
7. Create a pamphlet or video for a particular group, such as students or the homeless, on free legal services available in the community.
8. "There ought to be a law." Identify a need in the community, and propose legislation or find legislation already in process. Follow the lawmaking process through letter writing, testifying, or lobbying.

OTHER IDEAS: (Brainstorm your own ideas below)

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Student Forum

BY MARGARET FISHER

To the Student

This is your chance to consider whether schools should require that all students be involved in community service projects as a condition for graduation. In 1993, the state of Maryland became the first state to make community service a statewide graduation requirement. As of 1995, about 10 percent of schools nationwide require community service, according to Scott G. Bullock, attorney representing a teenager challenging such a school requirement in federal court (cited in the *New York Times*, November 12, 1994).

Having schools require community service has been a controversial issue in the United States. You will get to explore this controversy through the forum. You will be provided with some suggested viewpoints to consider. However, you are free to create your own perspectives and roles.

The subject is whether it is constitutional or even a good idea for public schools to require that its students perform community service prior to graduating from high school. At least three lawsuits have been brought in the last few years challenging the school's requirement of community service. In a case brought by 17-year-old Daniel Immediato and his parents, Daniel claimed that requiring community service is forcing him to do something that he is opposed to. His lawyers argued unsuccessfully in court that requiring 40 hours of community service, which must be done on the student's own time, amounts to forced labor. They claimed that the voluntary service requirement violated the 13th Amendment to the U.S. Constitution's ban on slavery and the 14th Amendment right to be free from interference with parental authority. Because the school district required a written report on the volunteer experience, Daniel also argued it violated his right to privacy. School districts in general adopt such requirements because of the benefits of teaching cooperation, teamwork, and problem solving while helping students bridge a gap between school and the working world. In addition, they feel that a voluntary service requirement teaches good citizenship, the underpinning of U.S. democracy. What is your view?

Forum Objective

Enter your current opinions on a ballot furnished by your teacher. At the end of the forum, after you have done some research, heard the viewpoints presented by your classmates, and perhaps listened to some outside speakers on the subject, you will be asked to fill out the ballot again to determine whether your opinions have changed.

The first ballot is for recording your first impressions; the second ballot will be used to prepare a final consensus position. The purpose of this forum is to reach a conclusion that all participants can agree with, or at least tolerate. Therefore, further discussion may be necessary to determine the differences of opinion and areas of agreement. Explore compromises and other ways of reaching a consensus. A majority vote will be sufficient, but the bigger the majority the better, and a unanimous decision, while difficult to achieve, is desirable.

How to Conduct a Forum

1. The class selects five students to serve as the review panel.
2. All students complete the preforum ballot and submit it to the panel.
3. Students form groups to develop character sketches for the forum, selecting volunteers for the roles.
4. If outside resource persons are being considered, they should be contacted to find out when it would be convenient for them to speak with the class—and you should plan to suspend ongoing class activities if the resource persons agree to come.
5. From among volunteers, the review panel selects a moderator to manage the forum and a clerk to schedule the presentations of the characters and of any outside resource persons.
6. The student characters play out their assigned roles, followed by questions from the audience in a give-and-take session.
7. Students fill out the postforum ballot, which is submitted to the review panel to determine the class's tentative position on the issues.
8. The collated results are presented to the class, which reaches a consensus on each of the issues if possible.

Getting Ready

To prepare for the forum, read the First, Thirteenth, and Fourteenth Amendments to the U.S. Constitution, and have several students research some of the federal cases involving compulsory community service. These include *Steirer v. Bethlehem Area Sch. Dist.*, 987 F.2d 989 (1993); *Herndon v. Chapel Hill-Carrboro City Bd. of Educ.*, 1995 U.S. Dist. LEXIS 12022 (July 19, 1995); and *Immediato v. Rye Neck Sch. Dist.*, 873 F. Supp. 846 (January 19, 1995). To date, all the courts have ruled in favor of the authority of the school boards to require service. The U.S. Supreme Court has yet to rule on the issue.

In addition, students might wish to contact organizations with a stated view on this issue, including the Institute for Justice, Washington, D.C., which opposes mandatory service, and National Service-Learning Clearinghouse, R290 VoTech, 1954 Buford Ave., St. Paul, MN 55108 (Internet e-mail address: serve@maroon.tc.umn.edu or call 1-800/808-SERVE), which supports community service.

Students may wish to invite members of their own school board to make presentations about community service in their school district.

Organize the class into groups to conduct the research necessary to provide support for one or more of the characters who will present the viewpoints you will develop. Make sure that all viewpoints are represented and that there is a reasonable balance among conflicting opinions.

You may use or adapt the following sample character sketches or create your own. New or substituted characters should be given a name, a specific opinion, and background information to support their viewpoints. After developing a new character, select a member of the group to play the role, and give a copy of the character sketch to the review panel.

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Student Forum

Student Roles

Review Panel

The panel organizes the forum. Members tally and submit the results of the preforum ballots to the class. Later, they do the same with the postforum ballots. If appropriate to do so, the panel invites community members to participate in the forum. It reviews new characters to be included in the discussions and selects student volunteers to serve as clerk and moderator. It provides a list of student and guest participants to the clerk and determines the time limits for speakers and the timing of questions from the audience. During the forum, panel members will be members of the audience.

Clerk

Once given the panel's list of characters and potential guest speakers, the clerk is in charge of scheduling. The clerk should schedule the speakers in a way that allows a balance of viewpoints to be presented. The schedule should be shared with the moderator.

Moderator

The moderator controls the discussion, beginning with a brief opening statement on the topic to be debated and an introduction of the characters involved in the forum. Presentations should be limited to a specified time frame (three to five minutes). The moderator is responsible for seeing that speakers do not exceed their time allotments. Questions from the audience may be permitted either after each presentation or after the close of all presentations, depending upon the rules adopted by the review panel. In either case, students answering questions should continue in their character roles when responding to the audience. Intercharacter exchanges should also be permitted, but at the discretion of the moderator, who may also limit the length of time allowed for such exchanges.

Audience

Students who have not assumed the roles of clerk, moderator, or characters participate by listening to the presentations, asking questions, and discussing the issues.

Characters

Characters have an allotted amount of time to discuss their positions and viewpoints on requiring community service as a prerequisite for high school graduation. As long as their responses are consistent with their roles, they may also respond to questions from the audience or challenges from other characters.

Introduction

Moderator

We have convened this town meeting to discuss the constitutionality and advisability of school boards' adopting a community service requirement for high school graduation. Ten percent of school districts in the United States now require community service. The typical program requires students to complete 40 to 60 hours of unpaid volunteer work at an approved site, usually one of many approved sites. Generally, students are not allowed to opt out of such requirements. They are expected to complete this service outside of school hours, during summer, on weekends, and after school hours.

This has not gone without protest. In fact, there are three published federal cases brought by young persons claiming that this type of requirement violates their constitutional rights. Perhaps one day soon, the U.S. Supreme Court will clarify this issue.

So what are the positions? There are many viewpoints on community service and requiring it in schools. You will hear today from those who argue that community service is our civic responsibility and must be taught as a required subject in schools. The state has a very important interest in educating students in its public high schools and in transmitting community values and instilling skills and habits of good citizenship. School boards must be permitted to establish the curriculum in such a way as to transmit these community values. Many are convinced that community service programs allow students to develop a wider range of personal, intellectual, academic, and social skills, such as teamwork, problem solving, negotiation, communication, planning and evaluation, which will help them become effective employees, colleagues, citizens, and leaders. They claim these programs have a positive effect on students' concern for fellow human beings; self-motivation to learn; zest to participate and achieve; sense of usefulness in relation to the community; sense of responsibility to their group; responsibility for their own life; awareness of community problems; and sense of confidence, competence, and self-awareness.

On the other hand, individuals and organizations that oppose such programs claim that requiring students to perform unpaid community service outside of school hours during their high school years as a condition of graduation amounts to slavery, which is banned by the 13th Amendment to the U.S. Constitution. Opposition cites that this type of program violates parents' right to direct the upbringing and education of their children, in violation of their rights of familial autonomy and privacy under the due process clause of the 14th Amendment. They claim further that it deprives students of their personal liberty, also in violation of the 14th Amendment, as well as the privacy rights of the students, in violation of the 14th Amendment. They further claim that performing mandatory community service forces them to declare a belief in the value of altruism, which citizens have the right not to adopt.

So our task today is to examine mandatory community service programs and determine whether school boards can and should adopt them as requirements for high school graduation. Let us begin.

Character 1: Daniel Perez

I am a high school student in my senior year. I am very distressed about any school district's requiring me to complete 40 hours of community service on my own time. There is nothing wrong with helping people. I just don't like the way this is being done. It's sort of like forcing me do something I'm opposed to.

I especially object to completing reflection questionnaires about the service project. These questionnaires usually ask where, when, and what I did, what I gained from the project, and

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whether there was any career connection. I have a right of privacy about such personal values, and the school has no business giving me a grade, even if it is pass/fail, for my values. To answer such a questionnaire, I would have to hide my true feeling and give insincere but politically correct views in order to get the teacher's favor.

Character 2: Phong Nguyen
I am a high school student very much in favor of these service-learning projects. I came to the United States five years ago. It has been hard for me to make friends, and sometimes it has been hard for me to learn in school. I am learning about democracy. Having students give back something to society is a very good idea. You can see problems all around, violence, poverty, illiteracy, discrimination, child abuse, domestic violence, so many problems!

Requiring students to learn how to work together to solve these problems is the real education of democracy. I know from my experiences with community service that it breaks down cliques in school; you learn to be teammates and get to know teachers and students as real people. You get an incredible satisfaction from helping people with their problems. Also, it helped me learn English and to understand things that I read in books. Every age of student should have to do service projects!

Character 3: Calvin Johnson
This is my 25th year teaching social studies. I have to give my full support to the requirement that students complete community service before getting a diploma. First of all, the purpose of community service is to acknowledge that all of us as citizens have an obligation to return to our society what we have gotten from it: liberty and order, free education, and so much else. We need to establish that habit of service at an early age so that it becomes a lifelong habit. Studies show that students involved with community service as young people continue serving as adults.

Character 4: J. J. Watkins
I am in my 17th year as Director of the Center for the Prevention of Child Abuse and Neglect. Each year, I work with several students who are contributing valuable time and effort to help reduce abuse and neglect of children. Students do everything from filing and word-processing to training and writing. Students have a chance to have direct contact with parents who are struggling to be better parents and with children who are trying to overcome past episodes of abuse or neglect.

The problems of our society are overwhelming. We need all the resources available now to reduce or solve the problems. Our young people are a mainly untapped resource. We need to involve them now, not just in the future, to address real problems.

Character 5: Dana Phillips
I am the parent of two teen-age children. I object totally to the government's, the school's, interfering with my right to direct and control the upbringing and education of my children. The decision to help others must always come from a person's conscience and through self-motivation. My children have a right not to participate in programs that are contrary to the beliefs and values that I as a parent choose to teach. The government is interfering far too much in my rights as a parent.

Character 6: Dale Columbo
I am a teacher with 24 years of teaching experience, and I oppose requiring community service for graduation. My position is simple—you can't legislate kindness. My point is that if the purpose is to encourage students to be altruistic, to be generous, to give of themselves, and then you require it, it backfires. Students end up completing community service because it's required, and not because it is a good thing to do.

Also, a lot of these community groups that accept young people don't have any real work for them. While students are supposed to be learning all these higher order thinking skills and knowledge, a lot of the time they are filing papers in the file cabinet. So I say, leave community service for the volunteers—there are clubs and church groups where kids can get this experience!

Wrap Up
Moderator We have heard today many well-argued positions both for and against requiring community service for high school graduation. To date, the courts have upheld the right of schools boards to require community service, although the United States Supreme Court has yet to rule on the issue. In addition to the constitutional question, we need to decide whether it is a good idea to have schools involved in teaching community service. Is this better left to families or churches or other private groups? Is government encroaching too intrusively into private matters? As we vote again on our postforum ballots, we will begin the process of reaching consensus.

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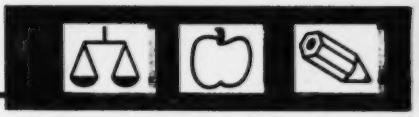
Student Forum Ballot



Can and Should School Districts Require Students to Complete Community Service Hours Prior to Graduation?

Circle the choice that best answers how you feel about each item.

	strongly agree				strongly disagree
1. Requiring community service forces students to believe in the value of altruism. This violates free speech. The government cannot dictate what values students should hold.	1	2	3	4	5
2. Community service should be required of every student prior to graduation.	1	2	3	4	5
3. Community service can be successful only if it is voluntary. Requiring community service from students defeats its very purpose.	1	2	3	4	5
4. It is the role of the family, not of the schools, to teach values to students, in this case, community service.	1	2	3	4	5
5. Students who oppose community service should be allowed to opt out of such requirements.	1	2	3	4	5
6. Community service projects sound good on paper, but in reality, few students get a meaningful experience in these projects.	1	2	3	4	5
7. Requiring a written reflection on community service projects invades students' privacy.	1	2	3	4	5
8. Forcing students to squeeze community service into a busy after-school schedule is impossible and should not be required.	1	2	3	4	5
9. Requiring community service is a middle-class value and does not account for students who must work at paid jobs or care for family members after school.	1	2	3	4	5
10. By requiring students to work in places like AIDS clinics or Planned Parenthood centers, schools are forcing their beliefs on students.	1	2	3	4	5

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OVERVIEW OF THE LESSON

Objectives

During the class sessions, students will—

- ✓ identify problems that affect their school and community, including truancy, violence, poverty, illiteracy, domestic abuse, discrimination, pollution, and child neglect
- ✓ identify benefits to the individual and community from service projects
- ✓ use a community map to identify possible service sites
- ✓ develop youth as valued contributors to solutions of social problems
- ✓ develop students as citizens with a lifelong attitude of caring and contributing to society
- ✓ conduct meaningful service projects through use of class managers
- ✓ reflect on student service experiences

Lesson Summary

Your lawyer introduces students to community service through discussion or by showing a videotape. Students then begin to identify the needs of their particular community or neighborhood and, through a walking tour, interviewing community members and/or mapping process, list specific sites where volunteer services can make a difference in the lives of others. Students discuss community needs with a variety of outside resource persons to help shape their particular choices of service projects and project designs. Students then rank the list of topics to address and divide into smaller teams to undertake their projects. Students review a job description of a class manager and then select a student from each team to serve as a class manager. Students in teams complete action plans for their service project and begin implementation. Allow opportunities for reflection during and following the project. Students are acknowledged for their contributions. A student reflection form is included for students to complete at the end of their project.

PORTFOLIO ASSESSMENT

Written reflections by the students during and at the end of their project, as well as any product that was created, can be included. Students may choose to make a video, rap song, or other creative product to explain their project. Recordings or tapes can also be included.

HOME CONNECTION

Family members can be encouraged to join with their students in designing and implementing the project. In addition, you can work with the class managers to develop a written, visual, or person-to-person presentation to parents about civic responsibilities.

ACTIVITY SHEET/ANSWER KEYS

In the Student Packet is an Activity Sheet that asks students to work with key concepts and vocabulary from the lesson. Students may use the activity to strengthen their concepts and vocabulary knowledge after your lawyer's visits. The correct answers to the activity follow:

Word Puzzle

Across	Down
3. responsibility	**1.** community
5. citizen	**2.** civic
7. voluntary	**4.** personal
	6. service

EXTENSION ACTIVITIES

How-to Presentations: Encourage class managers and others to create presentations for other students to explain how to organize service projects. Students may visit other classes in the school, middle schools or elementary schools in the community, or other high schools in the community. Encourage students to use graphics, videos, brochures, and other products to describe their own community service experiences.

Skits: Have pairs or groups of students prepare dialogues or skits that illustrate various issues involved in performing community service. For example, two students may dramatize a community volunteer and a homeless person. A service group may dramatize its own process of developing and completing a project.

Idea Exchange: Suggest resources from the Bibliography on page 36 that will help students explore both practical ideas for community service and the philosophy behind community service. Have them meet in groups to discuss both topics.

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Activity Sheet

Read each clue. Then choose a word from the list to complete the crossword puzzle.

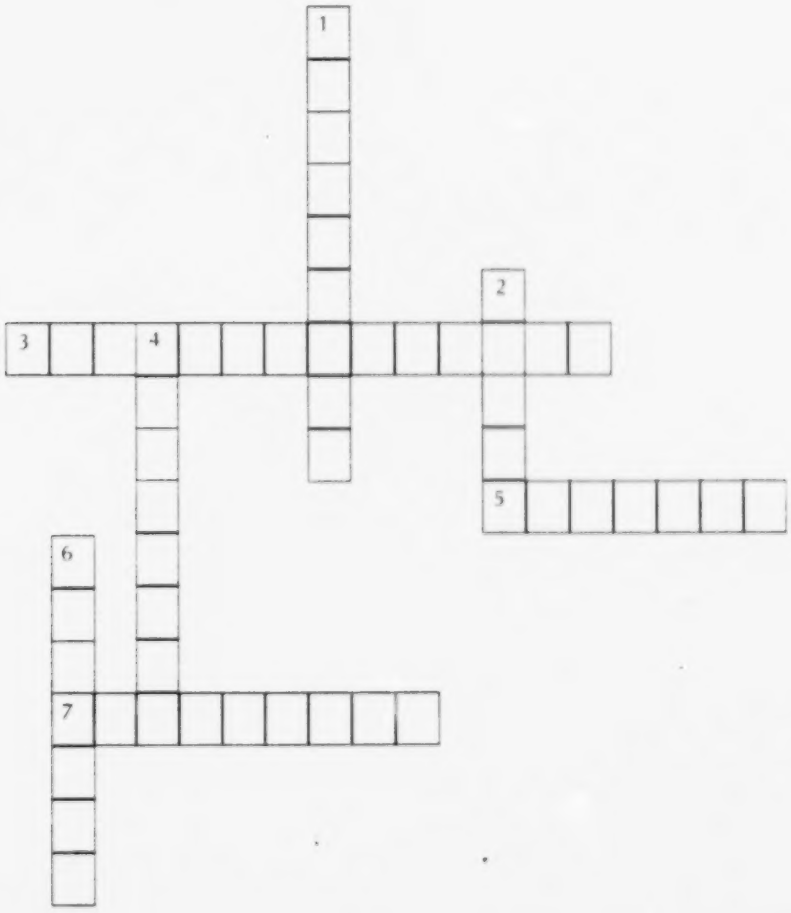
personal	voluntary	citizen	responsibility
civic	service	community	

ACROSS

3. Something one must do is a _____.
5. Serving one's community is a duty of being a _____.
7. A kind of work that is unpaid is _____ work.

DOWN

1. Our school and our neighborhood are parts of our _____.
2. A duty to our community is a _____ duty.
4. A duty to ourselves or our family is a _____ duty.
6. Unpaid work to solve a real problem in society is known as community _____.



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by Kate McPherson

General Resources

Growing Hope by James Kielsmeier and Rich Willits, eds. Broad view of the philosophy and practices of service learning. Helpful to teachers, administrators, and district coordinators responsible for developing policies and practices. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113-1337. (800) 366-3672. $25.

It's Our World, Too! Stories of Young People Who Are Making a Difference by Philip Hoose. Boston: Joy Street Books, Little Brown and Co. $12.95.

Kid Stories: Biographies of 20 Young People You'd Like to Know by Jim DeLisle. Free Spirit Publishing, Inc., 400 First Ave. N., Suite 616, Minneapolis, MN, 55401. (612) 338-2068. $9.95.

Kids with Courage: True Stories of Kids Who Are Making a Difference by Barbara A. Lewis. Free Spirit Publishing, Inc., 400 First Ave. N., Suite 616, Minneapolis, MN, 55401. (612) 338-2068. $10.95.

Leadership That Matters by the Association of Washington School Principals and Kate McPherson. A guide for ASB and Service Club Officers and Advisors. Payment to Association of Washington School Principals. 1021 8th Ave. S.E., Olympia, WA, 98501-1500. $3.

Learning Through Service by Kate McPherson. This guide will help teachers and community advisors to more effectively facilitate discussions and reflective activities. Practical examples. Project Service Leadership, 12703 N.W. 20th Ave., Vancouver, WA 98685. Payment to School Improvement Project. $5.50 + $3.50 (S&H).

The National Indian Youth Leadership Model: A Manual for Program Leaders by McClellan Hall. Specific guidelines for developing an effective youth leadership service program for Native American youth. A fascinating discussion of the traditional roots of service. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113-1337.

No Kidding Around. This informative handbook outlines a step-by-step process that begins with information gathering and ends with social action and change. It includes a wealth of specific resource information. Activism 2000 Project, Information USA, Inc., P.O. Box E, Kensington, MD 20895. (301) 942-6303 or (800) 955-POWER. $18.95 + $4 (S&H).

Principles of Good Practice. A special Wingspread report from the Johnson Foundation, outlining the principles of a quality service-learning program. Provides examples of projects. The Johnson Foundation, Inc., 33 E. Four Mile Rd., Racine, WI 53401-0547. (414) 681-3344. Free.

Reaching Out: School-Based Programs for Community Service. Ideas, tips, philosophy, and examples of effective service-learning programs. Discusses how to start a program and provides reproducible worksheets and training aids. National Crime Prevention Council, 1700 K Street N.W., Second Floor, Washington, DC 20006-3817. (202) 446-6272. $14.95.

Route to Reform: Service-Learning K–8 Curriculum Ideas by National Youth Leadership Council. Written by teachers from the Generator School Project, *Route to Reform* is meant as an idea book—not as an exhaustive curriculum. Drawing on the strengths of both academic year and summer school programs, it provides year-round ideas and sense of their adaptability across settings, seasons, and time lines. The accompanying video also provides testimony to the effectiveness of service learning. The book and *Route to Reform* video are $25 as a set. National Youth Leadership Council, 1910 W. County Rd. B, Roseville, MN 55113. (612) 631-3672, Fax (612) 631-2955. $15.

Service Learning: Getting to the Heart of School Renewal by Kate McPherson. A guide for implementing school-based service learning. Highlighted are Pacific Northwest service-learning models, practices that illustrate authentic application of classroom learning and schoolwide integration into the curriculum, and examples of community-school partnerships. Included are strategies for developing ownership at the building level. Resource section includes regional/national contacts for program models, site visits, resource people, and books, etc. 31 pp (1995). School Improvement Project, 12703 N.W. 20th Ave. Vancouver, WA 98685. (360) 576-5069. $7.

SerVermont and the U.S.A. by Cynthia Parsons. Packed with innovative service-learning ideas and creative ways to overcome traditional barriers. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113-1337. $6.

Student Detective Casebook: Discovering the World of Community Service Learning by Harry Silcox. Emphasizes the process of discovering a project by providing a format to uncover community issues and valuable resources. The Pennsylvania Institute for Environmental and Community Service Learning, 1600 Woodland Rd., Abington, PA

Kate McPherson is director of Project Service Leadership, 12703 N.W. 20th Ave., Vancouver, WA 98685; (206)576-5070 or 576-5069.

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19001. (215) 887-8170. $39.95 (includes 35 student manuals and a teacher's guide).

Things That Work in Community Service Learning by Curriculum Units for Middle Schools. Order from the Center for Community and Service Learning, Carol Kinsley, 258 Washington Blvd., Springfield, MA 01108. (413) 734-6857. $25 per set.

Youth Service: A Guidebook for Developing and Operating Effective Programs by Dan Conrad and Diane Hedin. Information on how to engage more youth in volunteer activities and how to strengthen programs that already exist. Outlines types of service and the benefits of each, ranging from independent volunteering to school-integrated service. Independent Sector, 1828 L Street, N.W., Washington, DC 20036. (202) 223-8100. $12.50.

Level A

Elementary School Curriculum. Service-learning framework for elementary school students. Includes preparation, action, and reflection lesson plans for projects, resources, and skill-building activities. Maryland Student Service Alliance, 299 W. Baltimore St., Baltimore, MD 21201. (410) 333-2427. $20.

Giraffe Project Standing Tall, Grades K–5. Includes activities that can be used by a classroom or club; teaches the steps of powerful social action. It includes the stories of Giraffes, people who stick their necks out to help the community. Send purchase order or check to C.H.E.F., Attn.: Order Processing, 22323 Pacific Hwy. S., Seattle, WA 98198. FAX (206) 824-3072. $95.

Skills for Growing. A comprehensive health and life-skills curriculum that includes a strong community service component. (Resources available only with training.) Quest International. (800) 837-2801.

Whole Learning Through Service by Carol W. Kinsley. Filled with practical unit plans that integrate math, science, language arts, social studies, and creative arts around service themes. Themes include environment, generations, community, and homelessness. Community Service Learning Center, 258 Washington Blvd., Springfield, MA O1108. Payment to the Springfield Public Schools. $25.

Levels B and C

Active Citizenship Today: A Handbook for Middle School Teachers. Features interactive lessons and tips on implementing service learning in both classroom and community. $17.95. *Field Guide* for middle school students. $11.95. Offers students a practical resource for tackling community problems. Cost includes one guide. When 30 or more are ordered, you will receive a free Teacher's Handbook. 10 guides for $100.

Adventure of Adolescence by Catherine A. Rolzinski. Explores the experiences of seven middle school youth service programs. Make checks payable to Youth Service America, 1319 F Street N.W., Suite 900, Washington, DC 20004. $14.

Changing the Odds by Anne Lewis. This narrative looks at five urban districts around the United States that accepted a challenge from the Clark Initiative. The Clark Initiative encouraged districts to develop an overall vision for middle grades reform by requiring follow-up plans at each stage of grant renewal. What resulted was a more informed knowledge base about urban school change that helped shape districts' long-range plans for middle schools. Order your free copy by calling The Edna McConnell Clark Foundation at (212) 551-9100.

Connections: Service Learning in the Middle Grades. A collection of case studies and brief descriptions of youth community service. Includes rationale for community service involving adolescents, suggestions and caveats from practitioners and young people based upon "hands on" experience, recommendations for policy related to youth service, and a resource list. National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 W. 43rd St., Suite 612, New York, NY 10036-8099. (212) 642-2946. $15.

Giraffe Project Standing Tall, Grades 6–9. A multimedia kit of materials for developing reasoning and decision-making skills, greater empathy for other people's needs and feelings; demonstrates an awareness of community—local, national, and global; application of learned skills to a real-life situation and other specific objectives. C.H.E.F., Attn.: Order Processing, 22323 Pacific Hwy. S., Seattle, WA 98198. FAX (206) 824-3072. $95

The Kids' Guide to Hunger by Tucson Unified School District Middle School Team. A 7th grade unit that integrates science, social studies, and community service. It models essential components of community service-learning projects: integrated curriculum, hands-on learning, outside resource people, field trips, and assessment.

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The overall themes of *The Kids' Guide to Hunger* are sources and distribution of food. The major teaching activities are listed under each lesson and reflect a two-to-nine–week unit. 169 pages. Tucson Unified School District, Partner in Ed. Dev., 1010 E. 10th St., Tucson, AZ 85719. FAX (602) 882-2479. Make check payable to Educational Enrichment Foundation. $20.

Kid's Guide to Social Action by Barbara A. Lewis. Classroom activities on how to solve social problems and turn creative thinking into positive action. Free Spirit Publishing, 400 First Ave. N., Suite 616, Minneapolis, MN 55401-1724. (800) 735-7323. $14.95 + $3.25 (S&H).

Learning by Giving. This K–8 curriculum guide includes a rich variety of examples and resource materials. Integrated and course-specific models are included. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113-1337. $45.

Middle School Curriculum: Service-Learning Framework for Middle School Students. Includes preparation, action, and reflection lesson plans for projects, resources, and skill-building activities. Maryland Student Service Alliance, 200 W. Baltimore St. Baltimore, MD 21201. (410) 333-2427. $20.

Our Only Earth: A Curriculum for Global Problemsolving. This integrated curriculum explores real-life issues, culminating in a Summit at which students seek solutions to global problems and create action plans. Zephyr Press. (800) 350-0851. $19.95.

Skills for Adolescence. A comprehensive health and life-skills curriculum that includes a strong community service component. Quest International. (800) 837-2801. Resources available only with training. Training is available in 40 states—one-day group rate (6–8 hours). $1,800. Materials available included (cost is an example for 31–1,000 students): student book, *Changes and Challenges*, $4.50 each; parent book, *The Surprising Years*, $6.40 each; parent meeting guide, *Supporting Young Adolescents*, $15.00 each; curriculum set (for trained individuals only), $35.00 or free (call for more information). For more information on workshop options, call or write: Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566. (800) 446-2700. FAX (614) 522-6580.

Teens, Crime, and the Community. National Institute for Citizen Education. West Publishing Co. Student text (M7b, $13.50). Teacher's Guide (M7C, $18.00). (800) 328-9378.

Level D

150 Ways Teens Can Make a Difference by Mariam Salzman and Teresa Reisgies. Steps for taking action and a comprehensive list of organizations and action plans. Peterson's Guides, (800) 338-3282. $7.95.

Active Citizenship Today (ACT). Integrates community service and the study of public policy into the middle school and high school social studies curricula. In the community, ACT students and teachers work collaboratively with community groups and agencies in developing and implementing their service projects. Curriculum materials in progress. Close-Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314. Frank Dirks, Project Co-Director. (800) 336-5479, ext. 350. Handbook, $17.95. Field guide, $11.95.

Changing Our World. Here's a practical, step-by-step guide for young people who want to work for positive change. Zephyr Press, P.O. Box 113488-F, Tucson, AZ 85732-3448. (602) 322-5090. $31.95.

Coordinator's Handbook. A practical guide for developing a service team. Although it is designed for community service coordinators who are working with the Thomas Jefferson Forum, it can be helpful to anyone interested in developing a community service program. Thomas Jefferson Forum, Inc., 131 State St., Suite 628, Boston, MA 02109. (617) 523-6699. $13.

Effective Participation in Government: A Problem-Solving Manual. This course of study emphasizes informal participation in government and community affairs. Effective Participation in Government Program, Box 632, Fayetteville, NY 13066.

Enriching Learning Through Service by Kate McPherson. Provides a summary of the research that supports service and provides specific examples of how teachers have enriched their classroom learning through service. Kate McPherson, Project Service Leadership, 12703 N.W. 20th Ave., Vancouver, WA 98685. (360) 576-5070. $12.50 + $2.50 (S&H).

Giraffe Project, Standing Tall, Grades 10–12. Activities that can be used by a classroom or club that teach the steps of powerful social action. It includes the stories of Giraffes, people who stick their necks out to help the community. Each kit comes with 10 copies of The Giraffe Project, A Guide to Effective Community Service and Social Action. Payable to C.H.E.F., Attn.: Order Processing, 22323 Pacific Hwy. S., Seattle, WA 98198, (800) 323-2433 or FAX (206) 824-3072. $95.

High School Curriculum by Maryland Student Service Alliance. A course curriculum that includes units on

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aging, disabilities, homelessness, and environment. Maryland State Department of Education, 200 W. Baltimore St., Baltimore, MD 21201. (301) 333-2427. $20.

Making a Difference. A student guide to planning a service project. Includes project definition, time management, phone call techniques, etc. Payable to the Washington Leadership Institute, 310 Campion Tower, Seattle University, Seattle, WA 98122. (206) 296-5630. $3.

National Issues Forums. Several titles: *Remedies for Racial Inequality, The Trade Gap, People and Politics,* etc. Kendall/Hunt Publishing. Information: (800) 258-5622. Direct Ordering (800) 338-5578. $2.95.

Project YES High School Curriculum. A three-semester service-learning curriculum for high school classes, focusing on the classroom, school, and community. Each of the three sections focuses on leadership. East Bay Conservation Corps, 1021 Third St., Oakland, CA 94607. (510) 891-3900.

Technical Assistance for High School Educators. Information, referrals, printed and audio materials available by phone and mail to schools that are in the beginning stages of developing programs or at critical junctures in integrating service into the curriculum. One free packet of information available to high school educators on selected topics. Barb Baker, National Society for Experimental Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609-7229. (919) 787-3263.

Teen Power! A down-to-earth guide for developing a teen volunteer program. Volunteer Centre of Metropolitan Toronto, 344 Bloor St. W., #207, Toronto, ON M5S 3A7. (416) 961-6888. $9.95 + $3.50 (S&H).

Special Education

Special Education Curriculum. Maryland State Department of Education, 200 W. Baltimore St., Baltimore, MD 21201. (301) 333-2427. Payment to Maryland Student Service Alliance. $12.50.

Peer Assistance

Becoming a Friendly Helper: A Handbook for Student Facilitators by Robert D. Myrick and Robert P. Bowman. Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421.

Youth Helping Youth: A Handbook for Training Peer Facilitators by Robert D. Myrick and Tom Erney. Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421.

Reflection

A How-to Guide to Reflection by Harry Silcox. This book explores the new service-learning movement and the use of reflective teaching as a crucial component to blending experience with school curricula. Brighton Press, Inc., 64 Lempa Rd., Holland, PA 18966. $12.

Reflection: The Key to Service Learning. Outlines the ways reflection may be used to transform a community service project into a quality learning experience. Includes rationale, sample activities, and steps for integrating reflection into a service-learning program. National Center for Service Learning in Early Adolescence, Center for Advanced Study Education, Graduate School and University Center of the City University of New York, 25 W. 43rd St., Suite 612, New York, NY 10036-8099. (212) 642-2946. $15.

Reflective Teaching. Discusses the importance of a reflection component in service learning and provides suggestions for implementation. Pennsylvania Institute for Environmental and Community Service-Learning, Pennsylvania State University (Ogontz Campus), Sutherland Building, 4th Floor, 1600 Woodland Rd., Abington, PA 19001. $10.

Other Resources

An Aristocracy for Everyone: The Politics of Education and the Future of America. The author explores how we can effectively educate students to fulfill their roles in a democratic society. He sets out nine governing principles of Rutgers's model program and outlines fundamental civic issues and questions that should form the core of a citizenship education/community service program. Ballantine Books.

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Caring Is the Key: Building a School-Based Intergenerational Service Program by Joseph Melcher. Includes rationale, case studies, implementation steps, training suggestions, maintenance and management guidelines, and evaluation techniques. PennSERVE: The Governor's Office of Citizen Service, 1304 Labor and Industry Building, Harrisburg, PA 17120. (717) 787-1971. No charge.

Combining Service and Learning: An Annotated Bibliography. This bibliography is intended to guide newcomers toward and remind service-learning veterans of key literature in the field. The annotations are divided into six chapters: (1) What Is Service Learning?; (2) Learning from Service: Major Perspectives; (3) Volunteerism and National Service; (4) Research; (5) Implications for Practice; and (6) Resources/ Organizations. National Society for Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609-7229. (919) 787-3263. Volume 3 is $17.25.

Developing Caring Children by Kate McPherson. Provides ideas for parents on ways they can model service, develop family service projects, and encourage and support community and school-based service-learning programs. Project Service Leadership, 12703 N.W. 20th Ave., Vancouver, WA 98685. Payment to School Improvement Project. $5.50 + $2.50 (S&H).

Facts and Faith. National survey of school and college full- and part-time youth service programs. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113-1337. $5.

Valued Youth Partnership: Programs in Caring. Presents successes and essential components. Coca-Cola Valued Youth Program, Intercultural Development Research Association (IDRA), 5835 Callaghan, Suite 350, San Antonio, TX 78228-1190. (512) 684-8180.

Videos

The Courage to Care, the Strength to Serve. Maryland State Department of Education, 200 W. Baltimore St., Baltimore, MD 21201. (301) 333-2427. Payment to Maryland Student Service Alliance. $12.50.

Citizen Stories: Democracy and Responsibility in American Life. This video focuses on five individuals of varying ages and backgrounds who opted for action over apathy. The accompanying guide includes activities to lead students to ponder the meaning and varied aspects of social responsibility. CloseUp Foundation, 44 Canal Center Plaza, Alexandria, VA 22314. (800) 765-3131. $60 + $6 (S&H).

Hearts & Minds Engaged: Teaching Law Related Education Through Service Learning. Accompanying *Community Service Learning Guide to Law-Related Education,* available from West Educational Publishing Co. Video is available through Institute for Citizen Education in the Law, Seattle University School of Law. (206) 591-2215.

Route to Reform: Service-Learning and School Improvement. This national video takes a close look at three exemplary school programs (two are Generator schools), and answers the questions: How can service experiences effectively be integrated into curriculums? What is required of teachers, students, and administrators? What are the challenges? What benefits can occur for students and communities when service and learning become one? National Youth Leadership Council, 1910 W. County Rd. B, Roseville, MN 55113. (612) 631-3672, FAX (612) 631-2955. $15.

Databases

K–12 Clearinghouse. This center collects data on Program Information, Calendar of Events, Library Materials/Multi-Media Resources, Organizations, and Speakers/ Consultants. National Service-Learning Clearinghouse, R290 VoTech, 1954 Buford Ave., St. Paul, MN 55108.

Internet e-mail address: serve@maroon.tc.umn.edu or call (800) 808-SERVE.

Service-learning program descriptions. An abstract of background data on each program, including name, address, contact person, grade, age, and ethnic makeup of participants. Also an in-depth program description with administrative considerations such as budget, leader-youth ratios, service activities, goals, training, and reflection. Contact: Felicia George, Clearinghouse Coordinator, National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 W. 43rd St., Suite 612, New York, NY 10036-8099. (212) 642-2306.

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Lawyer's Evaluation Form

Your name _____

Teacher/school _____ Grade/class _____

School Address _____

Participation

Did the program's organization and information make it easy for you to participate? ☐ yes ☐ no

Problems _____

Topics and Class Sessions

Topics covered _____

How were the topics chosen? _____

_____

Materials

Was the booklet we furnished useful? _____

If not, what should have been included/changed? _____

_____

The teacher and I discussed our plans in advance. ☐ yes ☐ no

We didn't because _____

_____

The students were prepared. ☐ yes ☐ no

Comments? _____

_____

The session went about as I thought it would. ☐ yes ☐ no

The unexpected was _____

_____

I'm going to do something more with this teacher and class. ☐ yes ☐ no

If yes, what? _____

_____

Summary

On the whole, the experience was _____

_____

Other comments? _____

_____

_____

Please send this form to
May Nash
American Bar Association/YEFC
541 N. Fairbanks Court 15th Floor
Chicago, IL 60611-3314

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Law-Related Education Essentials Matrix

From *Essentials of Law-Related Education.* ©1995 American Bar Association

SECTION	A	B	C	D
SUBJECT MATTER				
Law				
How law relates to key concepts and values, including power, justice, liberty, and equality, under both actual and possible social conditions.	X	X	X	X
Justice				
Role of adversarial system and other mechanisms for resolving disputes and conflicts in society	X	X	X	X
Role of the courts and other institutional professionals of the justice system in American government and society				X
The way specific practices, decisions, and events have—and have not—fulfilled our ideals of justice				X
CONTEXTS AND PRACTICES OF INSTRUCTION				
Conditions Necessary for Effective LRE Instruction				
Student-centered classroom	X	X	X	X
Problem-oriented approach to instruction	X	X	X	X
Provision of opportunities for students to practice ideals to be learned	X	X	X	X
Provision of learning opportunities beyond the classroom	X	X	X	X
Parental involvement in school	X	X	X	X
Developmentally appropriate instruction	X	X	X	X
Instructional Strategies				
Instruct interactively				
. . . use cooperative learning strategies, simulations, and role-plays	X	X	X	X
. . . use group work activities, including group research projects	X	X	X	X
. . . use experiential learning strategies	X	X	X	X
Develop curriculum				
. . . balanced	X	X	X	X
. . . relevant	X	X	X	X
Assessment				
Assesses students' values, interests, experiences, and knowledge prior to, and after, instruction	X	X	X	X
Provides opportunities to apply what has been learned	X	X	X	X
SKILLS				
Thinking				
Summarizing and synthesizing law-related information		X		
Developing capacity for understanding and evaluating controversies and conflicts arising from legal issues				X
Communications and Social Participation				
Developing capacity for communicating and interacting with those from diverse backgrounds and circumstances		X	X	X
Working cooperatively with others to make decisions and take actions concerning hypothetical or actual legal or law-related social issues	X	X	X	X
ATTITUDES, BELIEFS, AND VALUES				
Substantive				
Fostering respect for fundamental human rights and dignity	X	X	X	X
Appreciating the value of legitimately resolving conflicts and differences in society	X	X	X	X
Procedural				
Understanding how attitudes, values, and beliefs essential to LRE are fostered through teaching of fundamental subject matter employing critical instructional practices	X	X	X	X

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The American Bar Association hopes that attorneys and schools participating in the **I'm the People—It's About Citizenship and You** program have great success using this booklet. And we want to hear about that success and share it with our members. So please submit descriptions, materials, and photos from your most memorable activities and special events to:

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